



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Telstar High School

SAU: RSU 44/MSAD 44

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2011-2012 NCLB Report Card



School: Telstar High School
SAU: RSU 44/MSAD 44
Grade: High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	67	66	99	38	38	47	9	29	30	32	66	0	
	2010-2011	70	65	93	42	42	50	3	38	35	23	65	0	0
Female	2009-2010	39	39	100	33	33	49	8	26	33	33			
	2010-2011	24	23	96	52	52	54	4	48	35	13			
Male	2009-2010	28	27	96	44	44	46	11	33	26	30			
	2010-2011	46	42	91	36	36	46	2	33	36	29			
Caucasian/White	2009-2010	66	65	98	37	37	48	9	28	31	32			
	2010-2011	68	63	93	43	43	51	3	40	33	24			
African American/Black	2009-2010	0	0				28							
	2010-2011	0	0				23							
Hispanic	2009-2010	1	1	100			42							
	2010-2011	1	1	100			45							
Asian or Pacific Islander	2009-2010	0	0				41							
	2010-2011	0	0				51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	1	1	100			35							
Economically Disadvantaged	2009-2010	32	32	100	28	28	31	<1	28	31	41			
	2010-2011	30	26	87	31	31	34	4	27	42	27			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	10	9	90			16							
	2010-2011	8	7	88			17							
Limited English Proficient	2009-2010	0	0				13							
	2010-2011	0	0				9							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Telstar High School
SAU: RSU 44/MSAD 44
Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	67	66	99	27	27	45	<1	27	29	44	66	0
	2010-2011	70	65	93	31	31	49	<1	31	37	32	65	0
Female	2009-2010	39	39	100	26	26	43	<1	26	33	41		
	2010-2011	24	23	96	22	22	47	<1	22	52	26		
Male	2009-2010	28	27	96	30	30	47	<1	30	22	48		
	2010-2011	46	42	91	36	36	51	<1	36	29	36		
Caucasian/White	2009-2010	66	65	98	28	28	46	<1	28	28	45		
	2010-2011	68	63	93	29	29	50	<1	29	38	33		
African American/Black	2009-2010	0	0				22						
	2010-2011	0	0				21						
Hispanic	2009-2010	1	1	100			40						
	2010-2011	1	1	100			36						
Asian or Pacific Islander	2009-2010	0	0				51						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	1	1	100			32						
Economically Disadvantaged	2009-2010	32	32	100	9	9	28	<1	9	31	59		
	2010-2011	30	26	87	35	35	31	<1	35	35	31		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	10	9	90			14						
	2010-2011	8	7	88			15						
Limited English Proficient	2009-2010	0	0				16						
	2010-2011	0	0				17						

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Group	Science Assessment Data																														
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students																			
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment																		
All Students																															
	2010-2011	70	67	96	46	46	44	1	45	27	27	67	0																		
Female																															
	2010-2011	24	24	100	38	38	40	<1	38	29	33																				
Male																															
	2010-2011	46	43	93	51	51	48	2	49	26	23																				
Caucasian/White																															
	2010-2011	68	65	96	46	46	45	2	45	26	28																				
African American/Black																															
	2010-2011	0	0				19																								
Hispanic																															
	2010-2011	1	1	100			37																								
Asian or Pacific Islander																															
	2010-2011	0	0				49																								
American Indian or Native Alaskan																															
	2010-2011	1	1	100			26																								
Economically Disadvantaged																															
	2010-2011	30	27	90	30	30	29	<1	30	30	41																				
Migrant																															
	2010-2011	0	0																												
Students with Disabilities																															
	2010-2011	8	7	88			14																								
Limited English Proficient																															
	2010-2011	0	0				10																								

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	93	93	96	40	40	49	93	93	96	29	29	47	72	72	83
Caucasian/White	93	93	96	40	40	50	93	93	96	28	28	48	73	73	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	0	0	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	0	0	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	0	0	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	50	50	67
Economically Disadvantaged	*	*	94	29	29	33	*	*	94	21	21	30	65	65	71
Students with Disabilities	*	*	91	*	*	17	*	*	91	*	*	15	69	69	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	0	80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



School: Telstar High School
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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	12	4	2	2	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	5

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.